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ABSTRACT

This paper offers seven practical suggestions to teachers who are teaching phonics to hard-to-teach children (the learning disabled, the educable mentally retarded, slow learners, and the culturally disadvantaged) and who are not experiencing the success they desire. The suggestions are made under the following topics: (1) cumulative learning and rapid rates (using flash cards to practice letter-sound associations); (2) attention to the difference between symbol/sound, sound/symbol, and sound/sound; (3) direct instruction in the skills area; (4) sufficient, appropriate practice activities; (5) teaching the blending of sounds and letters; (6) studying the sequence of intended material; and (7) allowing for enough practice reading. Insights from these seven suggestions are offered to support the contention that phonics as taught today often fails to aid the hard-to-teach child in beginning reading. The paper also offers strategies to insure that the hard-to-teach child learns to read. (RL)

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IF YOU TEACH PHONICS, THESE 7 SUGGESTIONS COULD HELP

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by Randy Schenkat
College of St. Teresa
1980

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The controversy continues today. Are children to be taught by the sight word method or by phonics (EEDS-KNIEP, 1979)?

This paper will not specifically take a side, but rather attempt to offer suggestions to the regular classroom teacher who is teaching the hard to teach child (Learning Disabled, E.M.R., Slow Learner, Culturally Disadvantaged) phonics and is not experiencing the success desired through any of a variety of methods: phonetic-linguistic approach, whole word approach supplemented by phonics (common in most Basal Readers), or by the use of supplemental materials such as: The Wisconsin Reading Design Word Attack Program, Fountain Valley, etc. The suggestions generally relate to a synthetic phonics approach which stresses teaching phoneme-symbol correspondences and blending.

In this paper reading refers to decoding, converting the graphic symbols to their appropriate sounds or words. The author recognizes the ultimate function of reading is comprehension, which also needs to be systematically addressed for the hard to teach child, but also realizes decoding is the stumbling block for many hard to teach children.

Implications of the work that has been done over the last decade in beginning reading errors by a number of reading researchers - Barr (1974), Cohen (1975), and Carnine (1979) has greatly added to our knowledge of the utilization of phonics by children learning to read. By studying the types of errors that children make, the researchers have found different types of beginning reading errors. The types of errors differ: with the reading approach used (phonic or whole word) and developmentally with the hard to teach child under regular classroom instruction progressing more slowly through the sequence of errors. These differences offer insight into how to better instruct the hard to teach child.

Hard to teach children instructed in whole word basals which have strands in phonics make little use of the phonics in decoding words. This is a case of skills being "taught" which have no resultant value in reading. The error analysis should reveal the child is using the strategies "taught" to read words not automatically recognized if word attack instruction is fulfilling its objective.

Barr further discusses these eclectic strategies of teaching both whole words and phonics. "If indeed eclectic teaching methods resulted in the development of several reading strategies, we would anticipate

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the development of two strategies for children reading from sight word materials. One strategy, corresponding to the sight word instruction, would be used for discrimination among previously learned sight words and the other, corresponding to instruction in phonics and structural analysis, would enable the identification of unknown words. That children should develop skills in both of these areas is an explicit goal of eclectic teaching methods. Contrary to this expectation, the evidence from Elder, DeLawter, and Barr studies suggest that beginning readers taught by the eclectic methods do not commonly use phonic synthesis to identify unfamiliar words. The substitutions tended to be real words rather than non words, with relatively little reliance on the grapho-phonemic cues in comparison with the substitutions of children instructed with phonics materials and methods."

The implications of this research are staggering. The whole word basal's phonic instructional activities are of extremely little value to the hard to teach child yet a large amount of teacher time is used in this instruction.

Hard to teach children instructed in phonics approaches make a high degree of nonsense word responses. These are utterances that have some graphic match to the mis-called word but are non words or are not in the beginning reader's vocabulary. The use of nonsense word response shows often the child is weak in medial vowels, blending sounds, and has yet begun to self-correct errors from a contextual sense.

The hard to teach children instructed in either approach can profit from the suggestions to follow. The suggestions come from the experiences of the author in working with the hard to teach children and from the work of Anita Archer in a document titled "Instructional Materials For The Mildly Handicapped - Selection, Utilization and Modification."

SUGGESTION #1: Cumulative Learning and Rapid Rates

It is common for many children to learn the symbol-sound match for letters prior to formal instruction in reading in the first grade. Parents, Sesame Street, more didactic kindergartens which use programs like Alpha.-Time or PRS, all are factors which insure many children have learned their sounds.

Two important questions must be addressed in the teaching of sounds. What has the child learned about sounds, second and more importantly, what is beneficial to know about sounds for this knowledge to be helpful in beginning reading?

In many cases the child has learned a mnemonic association. When he sees a small t, it is associated with "Tall Teeth," therefore the sound accompanying the letter is "t". In other cases he has learned the sound that goes with the symbol is a direct link (present the letter and say "this sound is-" This is the Distar approach). Whichever method, it is important in a synthetic phonic approach that the child be able to rapidly say the sound upon the presentation of the letter.

If the child must refer back to mnemonics or is slow in making the association, reading words becomes too labored of a task (i.e., read CAT - let's see the first letter goes with cow so it says (kuh), a second letter goes with apple so it says (ă), etc). To overcome this tendency for slow association, the Henderson Reading Program calls for a child to develop a proficiency in making the symbol sound matches at a rate of 100 sounds per minute.

If an IEP goal states, "the child is to use the symbol sound relations in beginning reading", adherences to this type of rate standard offers the proper foundation. It is easily attained by daily rate and accuracy practice with flash card or charts. A chart similar to the one displayed in Diagram 1 of the appendix can be used to monitor a child's reading of the symbols. This type of a chart can also be usedas a transparency for a small group or whole class to practice simultaneously. The child can also have a chart to use for his own practice.

The above suggestions assume two changes in the behavior of the classroom teacher. Learning the symbol sound relationships becomes a cumulative task. The child is not off the hook from automatically knowing h, d, and c, when the next set of consonants is introduced. The charts include the new symbols plus previously mastered symbols. Also, the teacher must be more specific in her behavioral objectives for those children who are using this approach. Rather than say the child will know his consonants and vowel sounds, the objective should be of this form "Upon presentation of the vowel-consonant chart, the child will be able to state the sound relationship with an accuracy of 97% and a rate of 100 per minute." Adherence to cumulative learning and rapid rate of association are the keys to Suggestion #1.

SUGGESTION #2: Attention to the Difference Between Symbol/Sound, Sound/Symbol, and Sound/Sound

Under Suggestion 1, numerous references were consistently made to Symbol/Sound references. Reading is seeing the symbol and producing the sound. Yet a careful scrutiny of many phonic worksheets indicates that children are called upon rather to make a sound/symbol correspondence. Diagram 2 in the appendix is representative of this type of worksheet. The child generates the sound by isolating it from the picture's verbal label (unblending). If it is the sound being studied, he forms its symbol as part of the activity. This type of activity is going from sound to symbol and is more appropriate for spelling. One cannot deny the close relationships between reading and spelling, but if it is desired that children be able to quickly make the symbol/sound association in Suggestion 1, then working extensively on the type of worksheets in Diagram 2 will not likely produce that outcome.

Worksheets like Diagram 2 have much value in a class, because they allow independent, quiet seat work. If the teacher's objective for the child is as stated in the rigorous behavioral objective in

Suggestion 1, this type of an activity will not directly accomplish the objective. It is imperative for teachers to remember that for Symbol/Sound skills to be built the child must be forming and uttering those sounds. This means noise in a classroom and someone to monitor the task if corrective feedback is to be given. This can most directly be accomplished by - teacher, peer, aide, or tape recorder monitoring of the saying of the sounds from charts or flashcards.

Two further comments will be made about Sound/Symbol and Sound/Sound worksheets. It has been pointed out that Diagram 2 facilitates the spelling process. As the worksheet is designed this is only partially true. Note, once the child isolates (unblends) the short a, it is not necessary for him to completely revisualize the letter as is called for in a true test of spelling.

The type of testing that is represented in Diagram #3a is commonly used in "Criterion" tests of word attack skills in basals. The child is looking at 4 letters and upon the teacher's presentation of a word must select the correct initial letter. As the test stands, it is only partially assessing a spelling skill and is not directly testing reading. 3b is a criterion test from Ginn 720.

This flaw in testing offers an explanation of why children are commonly passing their word attack skill's tests in the class basal yet not demonstrating these skills in reading as has been documented in the Beginning Reading Errors' Research. The tests are simply not rigorous enough or direct enough to assess the outcome desired. The outcome for reading is to be able to say the sounds quickly from flashcard or chart. For spelling the outcome is to be able to form the symbols quickly as the letters are being dictated with no model of the letters present.

Diagram #4 represents a commonly used type of phonetic activity that neither facilitates a Symbol/Sound (reading) or Sound/Symbol (spelling objective), but rather works at a Sound/Sound level. This may have its place as an early pre-requisite but should not be used in lieu of the more direct activities described above.

SUGGESTION #3: Give Direct Instruction

Teachers often seem to be caught in the dilemma of whether to use some type of Discovery Learning or to more directly and deductively teach children. (a perennial question in college methods courses). Brophy (1979) and Becker (1977) strongly advocate the direct approach in the skills area. Beck (1978) has carefully analyzed Ginn 720 and seven other beginning reading programs to determine their approaches in teaching phonics. The following is Ginn's introduction to teaching the short i.

> "Show the pictures of fish and the witch and have them identified. Ask the children to listen for the vowel sound in the middle of the words. Say the words. Show

> the picture of the crib and have it identified. Ask the children if they can hear the same vowel sound in the middle of crib that they have heard in the middle of fish and witch. Confirm by having all three words repeated in unison."

This type of an approach seems to reflect a guided discovery approach to learning. For the hard to teach children, in particular, the research seems to overwhelmingly support a direct approach. Rather than go through activities like the above and hope the child learns the short i from the ten lessons, it is more parsimonious and beneficial to directly tell the children "this sound is short i" and upon presentation of the symbol have them repeat it if that is the desired outcome.

Teachers should learn to analyze activities in basals by using the Symbol/Sound, Sound/Symbol, and Sound/Sound model and judge the adequacy of the activity. Remember only two outcomes are necessary - the child should be able to read and spell the correspondences quickly. If Beck's analysis is representative, basals abound with many indirect activities which could be considered at best poor substitutes for more direct activities. This analysis offers another explanation of why it can be said "I have taught the skills, but the child has not learned them", and why many hard to teach children failed to demonstrate the use of a systematic word attack.

In addition to the directions of instructional activities, the topic of individualization fits under Suggestion #3. Individualization (commonly associated with the hard to teach child) is often misconstrued as working alone in materials without direct teacher input in completing individual ditto pages in a folder. This approach represents a decrease in direct instruction. Archer states, "Unfortunately, the mildly handicapped child needs more not less direct teacher instruction and instructional input from the teacher is more likely to yield gains in child performance than any amount of independent folder work. If you expect a child to acquire a skill or concept, you must teach the skill directly through the use of verbal instruction (telling, modeling) showing the desired skills followed by a child's imitation and/or demonstration (showing the child how to perform the skill). These activities are the foundation of all direct teacher input."

EVALUATION OF DIRECT TEACHER INSTRUCTION

1. Is an adequate amount of direct teacher instruction provided?
2. Does the direct teacher input include verbal instruction, modeling and demonstration as appropriate?
3. Does the teacher input introduce and teach the desired skill/concept directly?
4. Does the instructional lesson have provisions for gaining and

maintaining attention of the learners (e.g., use of visual stimuli, eliciting of child responses, reinforcing of attending and involvement)?
5. Does the direct teacher instruction proceed in small logical steps?
6. Does the direct teacher instruction demand intermittent child responses?
7. Is input on skill performance (or the concept) given prior to eliciting child responses?
8. Do the procedures attempt to reduce potential error responses (e.g., pre-teach skill before child responses, clarity of tasks demanded of child, provide a prompt/cue to reduce error responses)?
9. Are procedures given for providing feedback on correct child responses?
10. Are procedures given for providing feedback and corrections on error responses?

SUGGESTION #4: Sufficient, Appropriate Practice Activities

Often the practice activities are too few in number, do not provide adequate practice of new skills, are difficult for the hard to teach child to complete and too varied in format.

Independent practice should not occur until some proficiency has been demonstrated in the desired skills. This delay in independent practice of the skill reduces the probability of the child practicing errors and error patterns. The relevancy of the practice activities is increased when the activity directly relates to a stated objective and follow-up after direct teacher instruction.

Archer offers the following questions to evaluate practice activities:

EVALUATION OF PRACTICE ACTIVITIES

1. Does the material contain an adequate amount of practice?
   a. Does the material include an adequate number of practice activities?
   b. Does the material include supplementary practice activities?
   c. Do the practice activities have enough items to occupy the child and provide enough practice?
2. Is the practice relevant?
   a. Does the practice relate directly to a behavioral objective?
   b. Does the practice follow-up on direct teacher instruction?
   c. Do the practice activities avoid busy work?
   d. Are the practice tasks closely related to the desired outcome behavior (close match of stimulus and response)?
3. Can the practice activities be completed independently?
   a. Are the skills demanded in practice activities pre-taught?
   b. Are tasks demanded in practice activities pre-taught?
   c. Does the material use a limited number of tasks and avoid the continuous use of novelty?
   d. Does the material use simple practice formats?
   e. Are the response demands obvious from the format?

f. Are simple directions (verbal or written) provided?
g. Are the directions paired with examples of task performance?
h. Are the supportive skills on practice pages easier than the skill being taught?

4. Are feedback procedures provided in the materials?

Archer offers the following modification in practice activities if problems occur:

MODIFICATION IN PRACTICE ACTIVITIES

PROBLEM	POSSIBLE MODIFICATIONS
1. Does not include enough items?	Pair with other similar tasks.
2. Does not have enough practice activities?	Supplement with teacher-made activities. Supplement with activities from other commercial materials.
3. Directions are too difficult.	Verbally present the tasks. Pair the worksheet with an auditory tape that explained directions. Go through a number of items during small group instruction. Write alternate sets of directions. Highlight the important words in the directions (underline, use marking pen). Pair children with better readers--to assist them when directions are difficult.
4. Too many tasks are presented on the page.	Cut the page into a number of segments. Visually cue the change of task on the page. (e.g., cue with marking pen).
5. No feedback and correction procedures are provided.	Make keys for practice activities. Have more able students complete activities and use as keys after correcting. Set aside time to review pages with children. Designate peer as "paper checker". Correct as a group during direct teacher instruction.

SUGGESTION #5: Teach Blending

The suggestions up to this point have concentrated on better and more direct master of the Sound/Symbol and Symbol/Sound matches in our language. Many pitfalls in this instruction have been described. Even if sounds and symbols are mastered, another area, blending, can cause the hard to teach child difficulties.

Children need to learn to blend sounds and letters together into coherent wholes according to Eeds-Kniep (1979). Other than the DISTAR program, no commonly used basal program teaches this type of strategy. The author has employed a method for facilitating blending skills with single syllable words that reciprocally applies to spelling. The procedure simply calls for the child to say the medial vowel sound, blend with the end of the word, and finally blend the initial sounds. Diagram #5 illustrates how word strips can be used to shape this procedure with children. These strips can be employed in a T-Scope, Roller Shoe Boxes, Full pages, or made into transparencies to be used on an overhead.

Attacking the medial vowel was selected as the first step because it is the most common source of reading errors for children according to the beginning reading data. It also eliminates the difficulty in blending from a stop sound in the initial position to a vowel (CAT). This strategy in no way appears to engender maladaptive reading habits as it is only a step in securing fluent reading. Also its reciprocal use, hearing a word and automatically being able to pick out the medial vowel, offers much assistance in spelling words as the vowel often dictates the type of letter configuration to follow the vowel. (i.e., short vowel followed by j is spelled dge - fudge). Recall Diagram #2's activity called for unblending.

SUGGESTION #6: Study The Sequence Of Intended Material

Suggestions to this point have been general and not specifically related to any particular set of materials. In working with the hard to teach child materials need to be chosen. The question can be asked, "are materials for the mildly handicapped divergent from regular education materials? Anita Archer, 1977, answers -no!" Mildly handicapped children and children in regular education both profit from materials with exemplary instructional designs. Both populations profit from well organized materials with a logical presentation of information. Both populations benefit from teacher instruction on concept useage and skill performance. Both populations benefit from appropriate practice activities directly aimed at the desired skill. Though the needs in the materials are essentially the same, they are more critical for the handicapped learner. While a fast achieving peer may gain a skill with a minimum of teacher input and a poorly designed sequence and unrelated practice, the mildly handicapped child may further be hampered by this instructional design.

The salient feature of Archer's comment echoes earlier suggestions. Hard to teach children need appropriate practice (i.e., symbol/sound distinctions) and direct instruction. In addition, it is important that there be a logical presentation of information. The logic of information presentation can be studied once the following steps have been used to extract the sequence.

STEPS FOR EXTRACTING A SEQUENCE

STEP 1: Determine a long term objective and select an instructional material designed to meet that objective. For example, if the long term objective is (when given a list of one syllable, phonetically regular words, John will be able to read the words orally with 40 correct and no more than two errors in two minutes time) you would select the material designed to teach decoding of one syllable words.

STEP 2: Determine the strand within the material that relates to the long term objective. If the material is of basal it covers a number of strands-comprehension, word attack, etc. Select out a single strand that you are interested in. A sequence should focus on only one strand.

STEP 3: Go through the material and write down each new step introduced to the child. Don't rely on the table of contents. Look carefully at the material and write down each instructional step in the order of presentation.

STEP 4: Determine the necessary entry behaviors, those behaviors needed before the child begins the first step in the sequence. The material may list the necessary entry behaviors. If they are not specified, examine earlier materials to determine what was previously taught and what a child is expected to be proficient at when beginning the sequence. Another possibility is to examine the extracted sequence and ask a number of questions. What skills must a child have for step one? What does the material assume that the child has before entering the material?

Once the sequence has been extracted, Archer offers some thorough questions to evaluate the sequence.

EVALUATION CRITERIA FOR INSTRUCTIONAL SEQUENCES

1. Does the sequence progress in small steps? (Can the steps be broken down into smaller units?)
2. Does the sequence lack any "gaps" between sequence steps?
3. Does the sequence move from least complex to most complex?
4. Does the sequence begin with frequently used skills and move to less frequently used skills?
5. Does the sequence group together similar elements where it would facilitate generalization? (e.g., are short vowels taught in close proximity?)
6. If discrimination between elements is difficult, does the sequence separate them? (e.g., b from d, /i/ from /e/.)
7. Does the sequence gradually build on past learning?

If the extracted skill sequence meets the above seven points it becomes a very valuable instructional tool. It becomes a blueprint for the teacher, guiding and directing instruction. It tells the teacher what skills will be taught and in what order. A sequence can also serve as the basis of assessment tools, on-going assessment procedures and overall record keeping. In addition, sequences extracted from instructional materials can serve a valuable role in determining short term objectives required in the individualized instructional program under P.L. 94-142.

A sound, logical sequence is the key to academic success for the hard to teach child. Modifications are a necessity if material is inadequate in any of the seven judged areas. The alternative is to select another more compatible set of materials. Often the district resources do not permit this and the teacher must know how to modify the material.

SUGGESTION #7: Allow For Enough Practice Reading

Initially the objective for the child set in Suggestion #1 called for the rapid reading and vowel consonant sounds. This objective is of little value educationally unless it contributes to the child employing these newly taught skills in the act of reading. Too often children are taught phonics in a separate class and little generalization is seen. Perhaps even a more glaring case of an oversight, to use the Ginn example again, is that the child is "questionably taught" short i, yet the practice reading material contains few instances of short i words and also many negative examples (Find) which do nothing for giving the child the belief that this whole system is worth using.

Barr (1974) comments on the adequacy of basals to give the child the necessary practice reading, "teachers normally introduce the new sight words that children will encounter in a particular story. Given this very controlled limited print environment, why should children develop a strategy for identifying unfamiliar words? The expectation that all words encountered are previously learned is viable under this condition." Although basals have given lipservice to the teaching of phonics since "the Great Debate" Chall 1967, little opportunity exists for the child to employ these skills.

If the classroom teacher must stay within the confines of the basal and cannot do any additional supplementing, it would seem important for the teacher to expand on the sight words introduced to the child if the skills have been previously taught. For instance, if the words introduced for the day include; ride, candy, truck, etc., the teacher can only judge success in the phonic area when the child can generalize from these words to words that occur in the same pattern families (bride, dandy, tuck) that are novel to the child. The entire purpose behind the phonic approach is to maximize the number of words that a child can read without having to teach every word as a sight word.

Phonics instruction has received considerable criticism for producing word callers. As rate and accuracy measures overcome the tendency to rely on mnemonics for Symbol/Sound correspondences, so too they can be used to get a child beyond the word caller stage. A minimum of 50

words per minute for oral reading should be adhered to at beginning stages. Several reading authorities support this notion of automatic reading skills: Samuels (1970), Bateman (1976).

SUMMARY

This paper has offered seven practical suggestions to teachers who are teaching phonics to hard to teach children but are not experiencing the success they desire.

1. Cumulative Learning - Rapid Rates
2. Attention to the Difference Between Symbol/Sound, Sound/Symbol, and Sound/Sound
3. Give Direct Instruction
4. Sufficient Appropriate Practice Activities
5. Teach Blending
6. Study the Sequence of Intended Material
7. Allow for Enough Practice Reading

The insights from these seven suggestions support why phonics as taught today often fail to aid the hard to teach child in beginning reading. The paper also offers strategies to insure that the hard to teach child "learns" to read. It is imperative for the regular classroom teacher to realize by the utilization of these simple suggestions 99.99% of all children can learn to read rather than believing commonly dispensed information in Reading Methods books (Smith & Johnson, 1976) that:

1. Low I.Q. students (lower 80's) with good instruction can be expected to learn no more than a "minimum" essential vocabulary and to read simple materials.

2. Some children are so handicapped by our present lack of knowledge and resources that the likelihood of their developing the skills and attitudes necessary for them to turn to reading when they need information is slight.

3. Since reading is an intellectual activity, some children may never develop much of a proficiency at recognizing words and comprehending printed material.

4. We must protect the self concepts of poor readers from those who expect everyone given the proper determination and schooling can be a good reader.

5. The fact is that individual differences in reading do exist and probably 10% of the children in our society will never, given our present resources and state of knowledge, read at acceptable levels of adult literacy.

Especially at the decoding level when TMR's can be taught to sound out just about anything should we be allowed to accept the above rationalizations. 99.99% good readers should make the poor reader a rarity in the classroom. These seven suggestions can help make this .01% failure rate a reality.

NAME_____

DATE_____

TRIAL_____ TIME_____ TEST 3 W-29

0 = Pause
Indicate Substitutions
No Corrections
Criterion 50 per minute/no more than 2 errors

ĕ	ī	ŏ	ĕ	ŭ	ă	ū	ĭ	ō	ā	10
ī	ŏŏ	ū	ŏŏ	ă	ū	ĕ	ū	ă	ĭ	20
ĭ	ā	ŭ	ĕ	ŭ	ā	ŏ	ŭ	ō	ē	30
ŏ	ā	ĭ	ĕ	ū	ō	ĭ	ā	ĕ	ō	40
ē	ŏ	ā	ī	ŏ	ŭ	ĕ	ī	ō	ă	50
ĭ	ō	ĕ	ū	ā	ŭ	ī	ō	ă	ē	60

Appendix # 1

Consonants
TRIAL _____ TIME____

ss	s	cr	cl	r	st	d	fr	r	s	dge	pl	r	dge	sk	15
zz	f	ss	sk	p	wh	cr	g	tr	b	dge	tch	d	pl	sh	30
tch	th	sn	g	ll	br	cr	ck	st	k	gr	sh	c	sw	ck	45
ol	c	gl	cr	tch	x	f	zz	ss	d	fr	bl	sw	th	st	60

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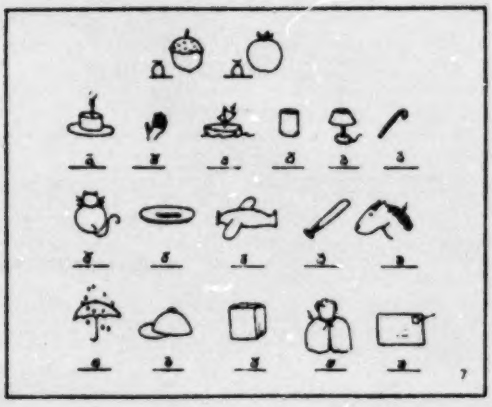
Appendix #2



3 a 1. c 2. d 3.f 4 5 dog

Appendix #3

Extracted from A Duck Is A Duck Ginn 720

Objective: Decoding with /i/i (hill) using bases id, im, it; final consonants /b/b, /d/d, /g/g, /k/k, /k/ck, /m/m, /n/n, /p/p, /t/t

To the teacher: Have the pupils place their markers under row one. Say the name of the picture, lid. Ask the pupils to mark the box next to the word that ends with the same word-part as lid. Follow this procedure with each row. 2. lit 3. swim

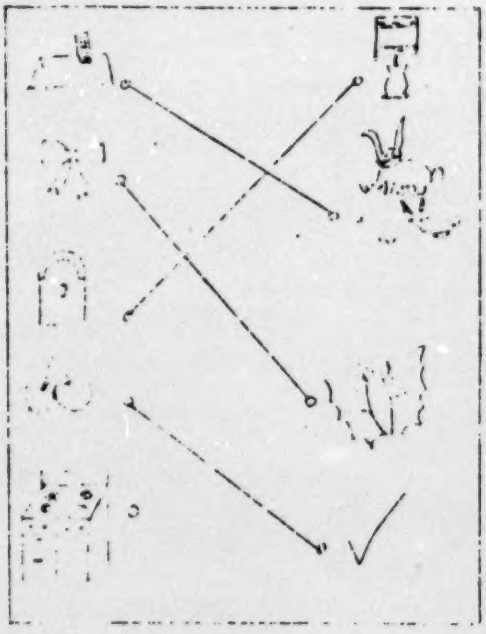
■rid □lit □rim

□rid □vit ■wit

■vim □wit □bid

Appendix #4

On a sheet of oaktag, draw two columns of pictures. Punch a hole next to each pictures in the first column. For each picture in the first column, draw one in the second column which begins with the same sound. The children match the beginning sound by threading the shoe lace to the corresponding picture.



Appendix 5

1. Pencil or type words - mark vowels
2. Make into transparency
3. Cut strips
4. Staple strips into long section
5. Make frame viewer

Cat	slump	grab	block
ă	ŭ	ă	ŏ
at	um	ab	ock
cat	ump	grab	block
	slump		
shift		spent	fast
ĭ	ranch	ĕ	ă
if	ă	en	ast
ift	an	ent	fast
shift	anch	spent	
	ranch		

Also appropriate for other syllable types and two syllable words

"ou"	ui
ouch	uice
couch	juice
ar	au
art	aun
start	aunch
starter	launch

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